

A SURVEY OF THE PETER JAMES BRYANT ELEMENTARY  
SCHOOL LIBRARY, ATLANTA, GEORGIA, 1964-1965

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## CHAPTER I

### INTRODUCTION

School libraries have experienced their most important growth and have made their most significant contribution to education since the turn of the twentieth century. Prior to 1910, the school library was primarily a storage house for a book collection largely related to English courses but the school library today is concerned first of all with service. Its purpose is to participate effectively in the educational program as it strives to meet the needs of the school.<sup>1</sup>

The modern school, whether elementary or high school, now has a library which is attractively furnished for the groups to be served; is centrally located; has a large collection of books, periodicals, pamphlets, recordings, films, and other audio-visual materials; has a budget adequate to provide needed library services; is easily available for group and individual use of materials and is directed by personnel who are trained for school and library work, who have

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<sup>1</sup>Mary Peacock Douglas, "Elementary and Secondary School Libraries," The Encyclopedia Americana, XVII (1961), 415.

equal status with other members of the faculty and who make opportunities for encouraging and guiding pupils in the use of the library.<sup>1</sup>

The Peter James Bryant Elementary School (formally The Georgia Avenue School), in Atlanta, Georgia, was transferred to Negroes in 1955-56 after the community became almost totally composed of Negro inhabitants. The library was converted from a classroom to a library with a small collection of less than three hundred books. This library has continued to grow since its beginning.

### Purpose and Scope

In view of the ideal situations presented by Miss Douglas in the preceding paragraphs, it is the purpose of this study to investigate the present library conditions of the Peter James Bryant Elementary School Library in light of three major areas: (1) personnel, finance, quarters and equipment; (2) general use of the library; and (3) the materials collection. An aspect usually treated in library surveys is the audio-visual materials collection; however, it is not treated in this study because there is a separate audio-visual department with its own coordinator in the school. An evaluation of the circulation, attendance, book collection and budget for a

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<sup>1</sup>Ibid.

three-year period, 1961-1964 will be included in the survey.

The inadequacies of the library revealed should be of value to the personnel responsible for the administration of the Peter James Bryant Elementary School Library. In addition, librarians, principals, schools, boards of education and school library officials in other areas with similar library conditions may find this study useful. The findings may help these persons formulate plans to meet the needs and inadequacies of their libraries.

### Methodology

Library Literature<sup>1</sup> was used to locate other surveys of school libraries. Studies of other school library surveys provided suggestions for the formulation of this evaluation. A Planning Guide for the High School Library Program<sup>2</sup> was used to develop the outline and the procedures to be followed in the development of this evaluation. Data about the school community were obtained from the U. S. Censuses of Population and Housing: 1960 Census Tracts.<sup>3</sup> This source gave statistical

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<sup>1</sup>Library Literature (New York: H. W. Wilson Company, 1956-1964).

<sup>2</sup>Frances Henne, Ruth Ersted and Alice Lohrer, A Planning Guide for the High School Library Program (Chicago: American Library Association, 1951).

<sup>3</sup>U. S. Bureau of Census, U. S. Censuses of Population and Housing: 1960. Census Tracts Final Report PHC (1) - 8, Atlanta, Georgia, (Washington, D.C.: Government Printing Office, 1962).

information about population, housing, education, family income, and employment of the residents of this school community. The Encyclopedia Americana<sup>1</sup> was used to acquire additional information about the community which includes geographical location, major industries, educational and religious institutions, cultural and recreational facilities.

An interview was held with the principal of the Peter James Bryant Elementary School to obtain information about the characteristics of the school. The following information was secured from the principal: (1) history of the school; (2) objectives of the school; (3) geographical area served by the school; (4) scheduling of classes; (5) number of pupils by grade; (6) number of teachers; (7) school organizations; (8) special features (such as tests, number of free lunches, service to pupils such as economic and educational assistance and special aid for those with physical handicaps; (9) outstanding characteristics of the school program; and (10) methods of teaching and materials used. The number of classrooms and other physical facilities of the school were determined by observation.

The qualifications, duties and responsibilities of the library personnel were described. An examination of the records of the librarian revealed the sources of financial

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<sup>1</sup>"Atlanta, Georgia," Encyclopedia Americana, 1963 International ed., Vol. II.

support and expenditures for the library. After the examination of the librarian's records for data relative to personnel and finance, data relative to library quarters and equipment were recorded. Personnel, finance, quarters and equipment were evaluated according to state<sup>1</sup> and national<sup>2</sup> library standards.

Data relative to the use of the library were obtained from the librarian's records and by observation. Accessibility factors of the library such as location and seating capacity as well as data on attendance, use and circulation of books were secured from the librarian's records. In order for the materials collection to be used to its fullest capacity it must be organized so that books, magazines, and newspapers can be made easily accessible to teachers and pupils.<sup>3</sup> The extent to which the library materials are organized and made accessible to teachers and pupils were described.

The materials collection includes books, magazines, newspapers and pamphlets. The book collection was examined to determine the number of titles and volumes, and the number

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<sup>1</sup>Georgia Accrediting Commission, Official Bulletin (Atlanta: State Office Building, 1964-1965).

<sup>2</sup>American Library Association. American Association of School Librarians, Standards for School Library Programs (Chicago: American Library Association, 1960).

<sup>3</sup>Mary Peacock Douglas, The Teacher-Librarian's Handbook (Chicago: American Library Association, 1949), p. 29.



of books in each of the ten main classes of the Dewey Decimal classification system. Titles of books in the library were compared with the titles in the Georgia Library List for Elementary and High Schools<sup>1</sup> and A Basic Book Collection for Elementary Grades.<sup>2</sup> The procedures for selecting materials were described. The titles of magazines were compared with titles listed in A Basic Book Collection for Elementary Grades<sup>3</sup> and Martin's Magazines for School Libraries.<sup>4</sup> The materials collection was evaluated by state<sup>5</sup> and national<sup>6</sup> library standards, for comparison of what is available in the library and what the library standards propose. A summary is given of the data and recommendations were made in light of the findings.

### Characteristics of the Community

Atlanta is situated in the north-central part of Georgia.

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<sup>1</sup>Georgia Library List for Elementary and High Schools (Atlanta: State Department of Education, 1960-1964).

<sup>2</sup>American Library Association. A Basic Book Collection for Elementary Grades (Chicago: American Library Assoc., 1960).

<sup>3</sup>Ibid.

<sup>4</sup>Laura K. Martin, Magazines for School Libraries (New York: H. W. Wilson and Company, 1950).

<sup>5</sup>Georgia Accrediting Commission, op. cit.

<sup>6</sup>American Library Association, Standards for School Library Programs, op. cit.

The city which lies chiefly in Fulton County and extends into Dekalb County has a moderate climate.<sup>1</sup> The 1965 edition of the Atlanta City Directory<sup>2</sup> lists the 1960 population of the city of Atlanta as 487,455 and the 1964 population estimate as 506,200. Atlanta is the capital and largest city of Georgia. It is also the chief railroad and airline center of the South.<sup>3</sup> It is on a network of modern state and federal highways, with motorbus and truck transportation in all directions, and is served by the Atlantic Coast Line; Seaboard Airline; Atlanta and West Point; Central of Georgia; Georgia; Louisville and Nashville; Chattanooga and St. Louis; and Southern railroads; and by ten major airlines. The surrounding district is devoted largely to agriculture and livestock.<sup>4</sup>

Major industries.--Atlanta is the leading commercial, financial, shipping, distributing, and communication city of Southeastern United States. It is one of the leading telegraph centers of the world, has a Federal Reserve Bank, a large wholesale and retail trade, railroad shops, printing

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<sup>1</sup>"Atlanta, Georgia," Encyclopedia Americana, op. cit.

<sup>2</sup>The Atlanta City Directory (Atlanta: Atlanta City Directory Co., 1965), p. ix.

<sup>3</sup>"Atlanta, Georgia," The World Book Encyclopedia, 1963 ed., Vol. I.

<sup>4</sup>"Atlanta, Georgia," Encyclopedia Americana, op. cit., p. 502.

and publishing, automobile assembly plants, and manufactures of textiles, chemicals, fertilizer, foods, confectionery, beverages, paper and paper products, furniture, lumber and metal products, millwork, cottonseed oil, and other products. The city is also an important insurance center. Four metropolitan daily newspapers serve the Atlanta area: the Atlanta Constitution, Atlanta Times, and the Atlanta Journal.<sup>1</sup> Other newspapers are two Negro newspapers, the Atlanta Daily World (except Monday) and the Atlanta Inquirer which is a weekly newspaper.

Educational institutions.--Atlanta is an educational center. It has a modern public school system, private and parochial schools, and in and near the city are a number of institutions of higher education: Atlanta University, Agnes Scott College (women) and Columbia Theological Seminary (both in Decatur, Georgia), Clark College, Emory University, the Georgia Institute of Technology (Georgia Tech), Interdenominational Theological Center, Morehouse College (men), Morris Brown College, Oglethorpe University, and Spelman College (women).<sup>2</sup>

Religious institutions.--Atlanta has 622 churches with a combined membership over 382,000 representing 40 creeds and

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<sup>1</sup>Ibid.

<sup>2</sup>Ibid.

denominations. Many of these congregations are large, more than 40 having memberships in excess of 1,000 each. Approximately one-third of the churches cooperate with the Christian Council in programs of evangelism and social betterment.<sup>1</sup>

Cultural facilities.--Cultural facilities include the Carnegie Public Library, the Georgia State Library, the Georgia State Archives, and the High Museum of Art, which conducts a school of art, the Georgia State Museum of Natural Sciences, and the library and exhibits of the Atlanta Historical Society. Cultural contributions are made to the city of Atlanta by the Atlanta Art Association and the Atlanta Music Club. Many musical concerts and dramas are presented annually by the colleges in the city. Each year, for a period of a week, a series of grand operas is presented by the Metropolitan Opera Company.<sup>2</sup>

Recreational facilities.--Atlanta has numerous parks, playgrounds, and recreation centers, with ball grounds, tennis courts, swimming pools, lakes for boating, golf courses, picnic grounds, and other facilities for wholesome outdoor recreation. In Grant Park the city zoo is located; also in this park is a building which houses the famous painting, the

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<sup>1</sup>The Atlanta City Directory, op. cit., p. xi.

<sup>2</sup>"Atlanta, Georgia," Encyclopedia Americana, op. cit.

Cyclorama, the Battle of Atlanta. Lakewood Park has many activities; it has a large lake, race course and is the scene of summer concerts and expositions, while in Piedmont Park is the Sidney Lanier Memorial. In Ponce de Leon Park is the stadium of Atlanta's Southern League Baseball Club.<sup>1</sup> An \$18,000,000 Atlanta stadium was completed in April, 1965. It is to become the home of the Milwaukee Braves who are to move to Atlanta in 1966. Reference is made of this fact in the column, "Diamond Diary" by Charlie Roberts in the Atlanta Constitution.<sup>2</sup> In the environs of the city are various points of interest, notably Stone Mountain 16 miles distant, and Kennesaw Mountain National Battlefield Park, about 22 miles from Atlanta.<sup>3</sup>

The 1960 Census Tracts<sup>4</sup> gave statistical information about residents of the geographical area served by the school. The categories treated are: population, housing, education, family income and employment.

Population.--During 1960, the United States Census Tracts<sup>5</sup> listed the following facts concerning the population.

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<sup>1</sup>Ibid.

<sup>2</sup>Atlanta Constitution, November 17, 1964, p. 34.

<sup>3</sup>"Atlanta, Georgia," Encyclopedia Americana, op. cit.

<sup>4</sup>U. S. Bureau of the Census, op. cit.

<sup>5</sup>Ibid., p. 21.

The Peter James Bryant School community has a population of 5,300. Of this number 4,244 are Negroes, 1,054 are whites and two are listed as of other races.

Housing.--The number of units (apartments and homes) for non-white residents revealed in Census Tract F-0046 was 943; of this number 109 are owned homes and 834 are rented. Six or more persons lived in 253 of these homes. The average number of rooms per house was 3.2. Although the average amount of rent paid monthly in 1960 was \$57.00, the Census Tract F-0046 revealed 214 units were deteriorating, 205 are dilapidated and only 524 were units in good condition.<sup>1</sup>

Education.--The facts collected in regard to education are based on a 25 per cent sampling of the number of people in Census Tract F-0046. Of 2,467 residents, living in Census Tract Number F-0046, 25 years old and over, 795 persons completed five to seven years of schooling. The median school years completed were 6.7. One hundred thirty-five finished high school and only nine had completed four or more years of college.<sup>2</sup>

Family income.--The data relative to family incomes are based on a 25 per cent sampling of the incomes of 1,065 families. The largest number of families, 329, had annual

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<sup>1</sup>Ibid., p. 127.

<sup>2</sup>Ibid., p. 21.

incomes between \$2,000 and \$2,999, followed by 232 families whose annual incomes ranged from \$3,000 to \$3,999. The median annual income per family was \$2,591. Twelve families had incomes ranging from \$8,000 to \$9,000 annually.<sup>1</sup>

Employment.--The information in regard to employment was also based on a 25 per cent sampling of the Census Tract F-0046. Of 1,995 persons employed in this school area, 1,165 are males and 830 are females. There are no males employed as professional, technical or kindred workers, and there are only 17 females found in these categories. The largest number of male workers, 356, were operatives and kindred workers. The smallest number of male workers, 12, worked in private homes. Most of the females, 472 are employed in private homes. One hundred ninety females are service workers and eight work as laborers.<sup>2</sup>

#### Characteristics of the School

History of the school.--The Peter James Bryant Elementary School is located in the south-west section of Atlanta. It is in the area of the interchange interstate highway system; lies eight blocks south of U. S. interstate highway 20 and three blocks west of the South expressway, U. S. interstate

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<sup>1</sup>Ibid.

<sup>2</sup>Ibid., p. 75.

highway 75. The school is approximately two miles from downtown Atlanta. Near the school are the Georgia State Capitol, the Atlanta City Hall, the Fulton County Court House, the Atlanta Public School System headquarters, the Juvenile Detention Home, and Atlanta's eighteen million dollar stadium.

The school year 1955-1956 was the first year that the Peter James Bryant Elementary School was opened for Negroes. The first principal was Mr. Arthur Richardson, who served as leader for only one year. In 1956, Mr. J. Y. Moreland was elected as principal. He maintained this position for three years. Under his principalship, the school grew in enrollment and status. Many programs and organizations were begun during these years.<sup>1</sup>

In 1959, Mrs. Mamie C. Hubert, formally chairman of the Language Arts Department of David T. Howard High School was appointed as principal. She is still serving in this capacity. Under her administration, the school has tried to continue the programs begun by the two former principals.<sup>2</sup>

The physical plant and grounds cover an area of 1.6 acres. The Peter James Bryant Elementary School is a three-story brick structure built in 1910. It contains 14

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<sup>1</sup>Interview with Mrs. Mamie C. Hubert, Principal, Peter James Bryant Elementary School, October 30, 1964.

<sup>2</sup>Ibid.



regular-size classrooms and two small rooms, which are furnished with chair-desks, blackboards, bookcases, cabinets, supplies, equipment, window shades and fluorescent lighting. The building is centrally heated and contains an office for the principal and two secretaries, a library, a kitchen and cafetorium to seat 125 during meal time and seats over 500 during an assembly, a lounge for teachers, two rest rooms for the pupils, a storage room which is used as an art room once a week, small quarters for two maids, a boiler room which is the quarters for the custodian with an area for storage and a both room. Water fountains are on each floor; asphalt tile is in the library, cafetorium, kitchen and on the first floor corridor. On the playgrounds are swings, sliding boards and gymnastic bars. A fence surrounds the playgrounds.

The school building has been used to serve many students, at times over 1,000. Because of this, the school has had to operate on double sessions in the lower grades most of the time. Because the school is located in a culturally deprived community, the teachers have had a tremendous task to perform with little cooperation from the parents and community organizations.<sup>1</sup>

The students come from very poor homes generally. Many

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<sup>1</sup>Ibid.

of them are illegitimate or children of broken homes. This condition also places a tremendous task upon the teachers who have to provide training that is usually given to youth at home by their parents. The students on a whole, despite their home conditions, are cooperative and seem appreciative of the teachers' interest in them. The students seem eager to learn and prepare themselves for life. Many realize their status and are eager to improve themselves.<sup>1</sup>

Test scores show that while many of the students possess talents and abilities, they do not perform as well as many students of their same age and grade levels. Poor environment, health and economic conditions contribute to this situation. The staff and faculty of the school work untiringly to help the students overcome their poor backgrounds. Many activities and projects have been initiated to motivate students toward building good lives for themselves and to stimulate a desire within them for cultural, social and moral growth.<sup>2</sup>

On February 13, 1961, the school which was formally named the Georgia Avenue School was renamed as the Peter James Bryant Elementary School in memory of one of the outstanding ministers of Wheat Street Baptist Church in Atlanta. This

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<sup>1</sup>Ibid.

<sup>2</sup>Ibid.

was done to help inspire boys and girls. It is hoped that Dr. Bryant's life will serve as an example to the students because he came from a poor home and studied and worked hard to achieve success.<sup>1</sup>

This school year a new library and cafeteria were added to the school. With these additions to the plant, the administration and faculty of the school plan to serve the students more effectively.<sup>2</sup>

Geographic area served by the school.--The geographical area served by the school includes the streets as shown on Figure 1. The school area fills a rectangular block of five parallel streets (Bass, Georgia Avenue, Glenn, Crumbley and Richardson) including and extending from McDaniel Street to Central Avenue; and seven parallel streets (Smith, Ira, Garibaldi, Windsor, Cooper, Formwalt and Pryor) extending from Bass to Richardson Streets.<sup>3</sup>

Class schedules and the number of teachers and pupils.--The scheduling of classes includes team teaching for the primary and intermediate grades and departmentalization for the upper grades. There are 24 full-time teachers and 819 pupils

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<sup>1</sup>Ibid.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid.

East

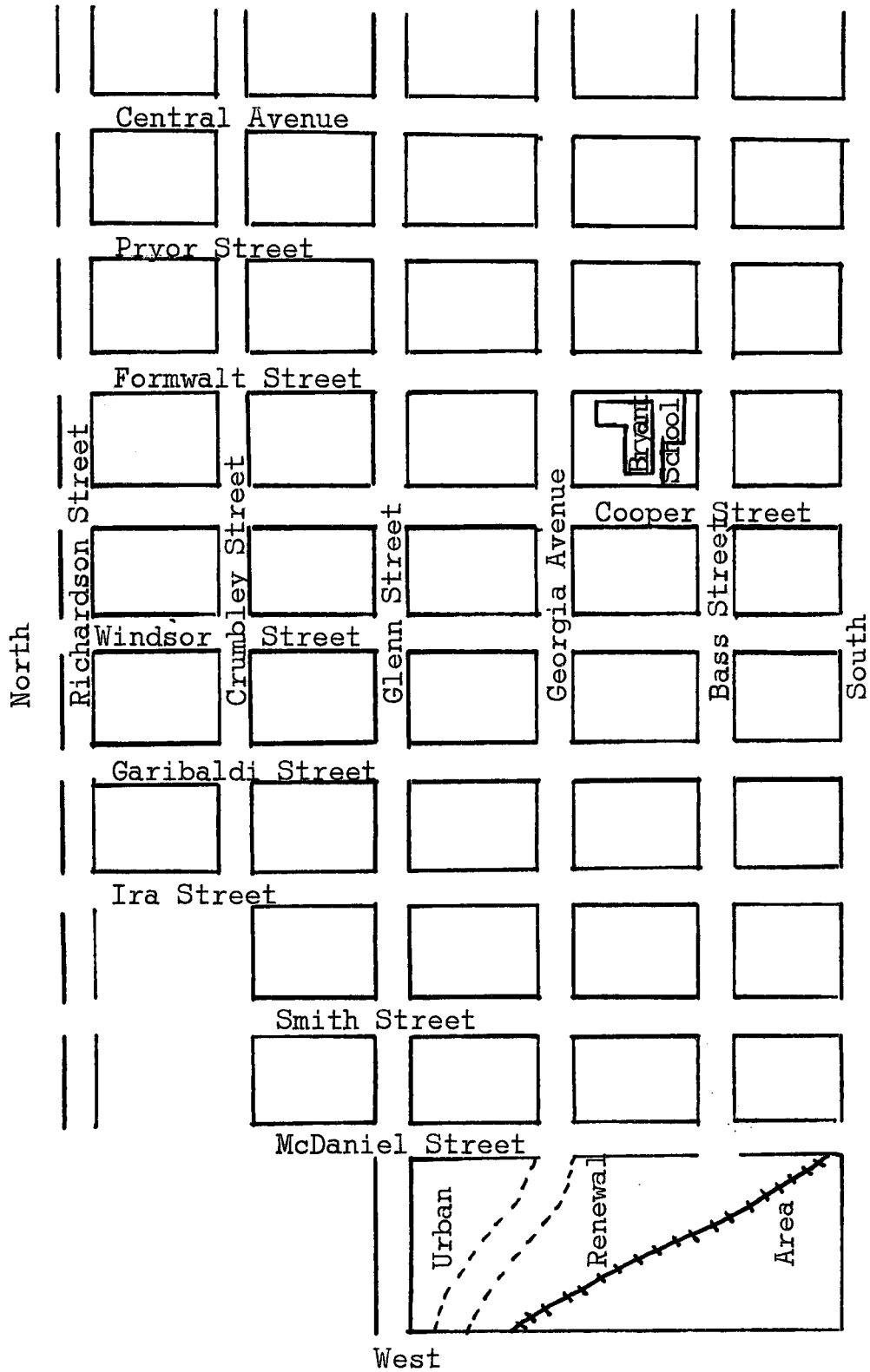


Figure 1

The Peter James Bryant Elementary School Area, 1964-1965

assigned to the school. Two special teachers (art and speech) serve the school one day a week.<sup>1</sup> The school is comprised of the kindergarten, grades one through seven and two special education classes. Table 1 shows the distribution of pupils by grades.

TABLE 1  
DISTRIBUTION OF PUPILS IN THE PETER JAMES  
BRYANT ELEMENTARY SCHOOL BY GRADE

Grade	Number of Pupils
K . . . . .	83
1 . . . . .	145
2 . . . . .	127
3 . . . . .	116
4 . . . . .	99
5 . . . . .	84
6 . . . . .	73
7 . . . . .	69
Special Education . . . . .	23
Total . . . . .	819

School organizations.--Through a systematic organization of club and other group activities, pupils are helped to

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<sup>1</sup>Ibid.

develop a sense of belonging as worthy members of some definite group. Every pupil is encouraged to join at least one club. At the Peter James Bryant Elementary School, the student government organization and the following clubs are sponsored: art, library, drama, stamp-saving, safety patrol, fire prevention, creative dance, science, Junior Red Cross, handicraft, Campfire Girls, Boy Scouts, Girl Scouts, Cub Scouts, Brownies, Blue Birds, Y-Teens, and Gra-Y.<sup>1</sup>

Special features.--The special features of the school are: (1) a speech correction program with the services of a trained speech therapist; (2) an art program with the services of a trained art teacher; (3) a free lunch program in which 100 pupils are given free lunches daily and 75 are given free milk daily through the Ira Jarrell Milk Fund; (4) services of one visiting teacher who handles truancy cases; (5) services of resource teachers who aid new teachers in adjusting and becoming good teachers; and (6) special education program for the mentally retarded pupils.<sup>2</sup>

The following standard tests are administered at the Peter James Bryant Elementary School:

1. Metropolitan Reading Readiness Test, Form R --  
First Grade

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<sup>1</sup>Ibid.

<sup>2</sup>Ibid.

2. Gates Primary Reading, Types PWR, PSR, and PPR -- Second Grade
3. Gates Advanced Reading, Types AWR and APR -- Third Grade
4. Kuhlmann-Anderson Intelligence, Booklet D -- Fourth Grade
5. Metropolitan Achievement Battery Complete Elementary, Form A -- Fourth Grade
6. Metropolitan Achievement Battery Complete, Intermediate, Form A -- Fifth Grade
7. Kuhlmann-Anderson Intelligence, Booklet F -- Sixth Grade
8. Metropolitan Achievement Battery Complete, Intermediate, Form B -- Sixth Grade
9. Metropolitan Achievement Battery Complete Advanced, Form AM -- Seventh Grade

Outstanding characteristics.--Mrs. Mamie C. Hubert

lists the following as outstanding characteristics of the school:

1. Excellent staff -- competent and talented
2. Full-time librarian
3. Excellent cafeteria program
4. Splendid reading program
5. Extensive testing
6. Excellent audio-visual materials, equipment and program
7. Outstanding health program
8. Good in-service teacher-training program

9. Good assembly and activity program
10. Good library program

Methods of teaching.--Three methods of teaching are used at Peter James Bryant Elementary School: (1) experimentation with the Joplin Plan of teaching reading; (2) combination of three types of plans for instruction, (a) self-contained classroom plan, (b) ungraded primary plan, and (c) team teaching program; and (3) departmentalization programs in the upper grades. Materials used in the classroom as teaching aids are books, audio-visual materials, educational games, science and physical education equipment.<sup>1</sup>

#### Objectives of the School

The Peter James Bryant School faculty has formulated the objectives of the school as follows:<sup>2</sup>

1. To provide for democratic living within our school.
2. To achieve an ideal community elementary school.
3. To help students acquire the skills and information necessary for successful continued education.
4. To contribute to the development of the whole personality of the child.
5. To provide our students with training whereby he may learn to speak, think, read, listen and write rationally and understandingly.

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<sup>1</sup>Ibid.

<sup>2</sup>Ibid.



6. To offer youth opportunities for developing personal interests.
7. To develop an effective health program.
8. To help our students discover their talents and abilities.
9. To instill within our students a desire for good citizenship and an appreciation of the spiritual, aesthetic and cultural values.

## CHAPTER II

### PERSONNEL, FINANCE, QUARTERS AND EQUIPMENT

#### Personnel

The personnel of Peter James Bryant School Library staff consists of one full-time librarian who works 34 hours a week, two teacher assistants who work one hour each per day, five days a week and ten pupil assistants who work three hours each per week. A flexible work schedule is provided for the library staff.

Qualifications.--In McDiarmid's The Library Survey: Problems and Methods,<sup>1</sup> eight items are listed to be considered in surveying the qualifications of the library staff. I have considered these four items to be pertinent to this study. They are the following: (1) academic and general college training; (2) professional training; (3) professional experience, number and variety of institutions in which experience has been obtained; and (4) professional recognition and interest, as represented by membership in professional organizations.

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<sup>1</sup>E. W. McDiarmid, Jr., The Library Survey: Problems and Methods (Chicago: American Library Association, 1940), p. 98.

The librarian of Peter James Bryant School has a Bachelor of Arts degree with a major in Elementary Education from Clark College, Atlanta, Georgia. His professional library training includes 39 semester hours of graduate work at the Atlanta University School of Library Service, Atlanta, Georgia.

The librarian's experiences consist of working as a student library assistant in the Atlanta University School of Library Service Library and as librarian (one summer) at the Brooklyn Public Library, Brooklyn, New York. Additional experience includes a position as teacher-librarian for six years and full-time school librarian for the past three years in the Atlanta Public School System.

The librarian holds memberships in the American Library Association, National Education Association, American Teachers Association, Georgia Teachers Education Association (Library Section), and Classroom Teachers Association.

The librarian maintains the same status and receives a salary equal to that of other members of the faculty who have similar qualifications and experiences. He receives the same rights and privileges and is governed by the rules and regulations, as other professional personnel of the Atlanta Public School System.

The qualifications of the librarian meet state library standards. State library standards require a minimum of 20

quarter hours in Library Service for a school librarian.<sup>1</sup>

National library standards propose one librarian for each 300 pupils and one clerk for each 600 pupils.<sup>2</sup> The library personnel does not meet national library standards because one librarian serves 819 pupils and no clerk is employed for the library.

Duties.--The duties of the librarian consist of administrative, technical and instructional work. His administrative duties consist of: (1) establishing rules and regulations of the library; (2) directing library operations, routines, and policies, (3) supervising the library staff and the total library program; (4) planning library quarters, publicity, programs, projects, disbursements of the budget, and class and work schedules; (5) keeping statistical records of the use of the library and of the expenditures for materials, supplies and equipment; (6) making monthly and annual reports; and, (7) working and cooperating with the Resource Librarian<sup>3</sup>

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<sup>1</sup>State Department of Education, Division of Instruction Teacher Certification Service, Requirements for Teaching Fields and Services and Professional Education Sequence, Bulletin IC-69 Revised May, 1963 (Atlanta: State Department of Education, [n.d.]), p. 3.

<sup>2</sup>American Library Association, Standards for School Library Programs, op. cit., p. 24.

<sup>3</sup>The Resource Librarian is the supervisor of the school librarians in Area V of the Atlanta Public School System.

for Area V of the Atlanta Public School System. The librarian helped to plan the new library quarters.

The librarian and teacher assistants work cooperatively in the following activities: (1) selecting library materials, (2) acquiring materials for the library clientele, (3) cataloging and classifying, (4) filing catalog cards, (5) typing, preparing exhibits and preparing materials for library publicity, (6) shelving and shelf reading, (7) processing books, (8) taking inventory, (9) checking attendance, (10) circulating library materials, and, (11) carrying out binding routines.

The librarian and teachers also perform the instructional duties of the library in alternate succession. These duties are confined to: (1) assisting pupils in reference work and reading guidance, (2) teaching the use of the library, (3) visiting classes for book talks and storytelling, (4) making bibliographies from class assignments, (5) preparing book exhibits, and, (6) directing the library club.

The duties of the pupil library assistants include: (1) shelving, pasting book pockets and date due slips; (2) stamping books; (3) doing publicity work; (4) collecting overdue books; (5) circulating materials; (6) assisting in taking inventory; (7) checking attendance; (8) delivering messages and materials to classrooms; and (9) keeping the library clean

and attractive and the furniture and materials in order. These duties alternate periodically. The pupil library assistants are trained by the librarian but are supervised jointly by the librarian and teacher assistants.

The librarian is responsible for the library and all its functions. The Resource Librarian for Area V of the Atlanta Public School System is the consultant and works directly with the librarian on problems of the library. The librarian makes monthly reports to the Resource Librarian. The report includes statistical data on library attendance, circulation of books, number added each month, total disbursements for each month, total amount of fines and PTA gifts received each month. An annual report is sent to the Resource Librarian at the end of the school year. The annual report includes the totals for the year of the items listed on the monthly reports.

The Resource Librarian presides over meetings of the librarians in Area V. In these meetings, the Resource Librarian discusses library budgets, library programs, and resource materials. At other meetings, librarians share professional literature that has been read, discuss problems of their individual libraries and share their library experiences.

The librarian has regular conferences with the principal during the year to inform her about the library programs

in the school. She is given duplicate copies of the monthly and annual reports that are submitted to the Resource Librarian.

The school librarian participates in co-curricular activities of the school. He serves on three committees in the school. He is chairman of the library and courtesy committees. The other committee on which he serves is the Parent Teacher Association Committee. He is sponsor of the library club, the American Junior Red Cross and serves as institutional representative for the Cub Scouts. The school librarian also works with pupils in stimulating their reading interests by book exhibits, book talks and storytelling. The librarian helps teachers and pupils in reading guidance, reference work, and the selection of library materials.

#### Appropriations and Expenditures

In the Atlanta Public School System, the library budget for each school is determined by the enrollment and the number of volumes in the library. Prior to 1962, funds for library materials, such as books, catalog cards and magazines came from the State Department of Education. Since 1962, the library allotment for the elementary schools in the city of Atlanta is set up in two accounts. The first account is provided by the State Department of Education. This account

includes the portion of the State Matching Fund which is allocated to the school each year. The amount received is based on a \$1.25 per pupil expenditure. The expenditures of this budget are used to purchase the materials listed above.

The second account is the allotment received from the Purchasing Department of the Atlanta Board of Education. The factors which determine the amount of money allocated to the school library by the Purchasing Department has not been defined by that source. However, since this allotment began, it has been approximately one-fifth of the amount allocated by the State Department of Education. The allotment received from the Purchasing Department is for the purchase of library supplies, library materials such as pamphlets, magazines, pictures, audio-visual aids, newspapers, rebinding, books not included in the Georgia Library List, and special items of equipment which cost less than ten dollars.

In addition to these allotments, special funds are given to new schools, schools that have experienced unusual growth, and schools with libraries having less than five books per pupil. This is done in an effort to bring these libraries up to state accreditation standards. Bryant school library has less than five books per pupil so it has been the recipient of extra funds for the past three years for the purchase of library books.



When the library budget is received, the Resource Librarian has a meeting with the school librarians in Area V to discuss provisions of the budget, general needs of the libraries in the Area and sometimes the Resource Librarian offers suggestions of materials the librarians should consider for purchase. The librarian at Bryant School is in complete charge of all library expenditures but before any purchase is made, he discusses the budget and the needs of the library with the principal. The library receives a small amount of money from the school's miscellaneous account for items not covered in the regular library allotment.

Table 2 reveals the total amount of money spent for each type of material for the school years 1961-62, 1962-63, and

TABLE 2

EXPENDITURES FOR PETER JAMES BRYANT SCHOOL LIBRARY  
BY TYPE OF MATERIALS FOR THREE YEARS

Type of Material	Expenditures 1961-1962	Expenditures 1962-1963	Expenditures 1963-1964
Books	\$1,509.59	\$1,643.41	\$1,906.44
Periodicals	72.52	72.52	76.23
Library Supplies	80.00	20.70	132.31
Miscellaneous	18.00	2.90	..
Total	\$1,680.11	\$1,739.53	\$2,114.98

1963-64. Miscellaneous items are those bought by the library from the school's funds.

According to the Georgia state library standards, at least \$1.25 per pupil must be spent for library books. If the school has five or more library books per pupil, part of this amount can be spent for periodicals and audio-visual materials. However, a school with a growing library with less than five books per pupil must spend at least \$1.75 per pupil for library books.<sup>1</sup> Bryant School Library has less than five books per pupil; therefore, it should spend a minimum of \$1.75 per pupil for library books in order to meet state library standards.

The per pupil expenditure for library books in 1961-1962 was \$1.49, when the enrollment was 1,021. In 1962-1963, the total enrollment of the school was 969. The per pupil expenditure for library books was \$1.68. During 1963-1964, the per pupil expenditure for library books was \$2.30. The enrollment was 828.

The Bryant School Library did not meet State<sup>2</sup> library standards for the school year, 1961-1962 and 1962-1963 because less than \$1.75 per pupil was spent for library books.

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<sup>1</sup>Georgia Accrediting Commission, op. cit., p. 12.

<sup>2</sup>Ibid.

However, the library did meet state library standards in 1963-1964 because more than \$1.75 per pupil was spent for library books.

National<sup>1</sup> library standards recommend that schools having 250 or more students should spend at least \$4.00 to \$6.00 per student for library materials. The Bryant School Library budget for the three-year period, 1961-1964, does not meet national library standards. In order to meet national<sup>2</sup> library standards the School must increase its per pupil library expenditure to a minimum of \$1.45 over the amount spent in 1963-1964.

Library officials are moving in the right direction by realizing that more money is needed to finance the library. Table 2 reveals that an increased amount of money was spent each year from 1961 to 1964. If this upward financial trend continues, the Bryant School Library will soon meet national library standards in regard to financial support.

#### Quarters and Equipment

The appearance of the library is attractive to the teachers and pupils due to the colorful walls, fluorescent lighting, new furniture, book shelves and tile floor covering.

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<sup>1</sup>American Library Association, op. cit., p. 83.

<sup>2</sup>Ibid.

The library can be entered from the hall and from the playground. There are five windows which provide natural lighting for the reading room. The reading room measures 25 feet wide and 37 feet long. This provides 925 square feet of floor space. The nine tables in the reading room provide seating space for 54 pupils. The combination conference-listening and viewing room is  $12\frac{1}{2}$  feet by 18 feet. This room gives an additional reading area for six pupils. The combined areas of the reading and conference-listening and viewing rooms provide 1,150 square feet of floor space which permits approximately 20 square feet of seating space per person.

The library quarters include the following: an office area; reading, conference-listening and viewing, and storage rooms; a work room with built-in shelves and cabinets with formica counter tops; a sink with running water and two glass window partitions to allow for viewing the reading and conference rooms.

The furniture for the library includes: new built-in shelves for books, magazines and records, a librarian's desk, nine rectangular and two round tables, 65 chairs, one four-tray card catalog cabinet, a built-in supply cabinet, one desk in the conference room, a dictionary stand with space for an atlas, and a counter height "L-shaped" bookcase.

The library has the following equipment: one typewriter,

one book truck, one steel vertical file cabinet, ownership rubber stamp, two daters, two stamp pads, steel book supports, and an electric marking pencil. The opaque, filmstrip, and movie projectors, projector screen, radio, television, record player and tape recorder are used by the library but are not included as a part of library equipment. These items are part of the school's equipment.

The Georgia Accrediting Commission makes no reference in regard to state library standards for quarters, but 25 square feet of floor space per child was to be used as a guide in evaluating the adequacy of elementary classrooms.<sup>1</sup> It is assumed that the same evaluation can apply to library quarters. In light of this recommendation by the Georgia Accrediting Commission, the Peter James Bryant School Library quarters do not meet state library standards because only 20 square feet of floor space is provided for each reader.

National library standards recommend that a school with an enrollment of over 551 students should be able to seat at least 10 per cent of the enrollment.<sup>2</sup> The Bryant School Library has a seating capacity of 60 pupils. This falls short of seating 10 per cent of the enrollment of 819 pupils in the

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<sup>1</sup>Georgia Accrediting Commission, op. cit., p. 12.

<sup>2</sup>American Library Association, op. cit., p. 24.

school. In this regard, the library quarters do not meet national library standards.

As previously stated, the Bryant School is overcrowded as it has double class sessions for the first three grades. There are approximately 300 pupils on double session. If the school is relieved of these 300 pupils, the library quarters would meet state and national library standards. In the event that additional classrooms are added to the school building to accommodate the present enrollment without having double session; the library quarters will probably remain below state and national library standards for an indefinite period. The library quarters are new and it is not likely that larger quarters will be added soon in order to meet state and national library standards.

## CHAPTER III

### GENERAL USE OF THE LIBRARY

It is not possible to be familiar with all of the existing facts; therefore, we must divide facts and ideas into two categories, those we know and those that we do not know. For the sake of convenience, the latter may be called information.<sup>1</sup> The school library is the first place in which the pupil comes into contact with an abundance of stored information. It is here that he is shown how to acquire knowledge and how to utilize the facilities of the library.

#### Accessibility Factors

The Peter James Bryant Elementary School Library is located on the basement floor of the School. Unfortunately the library is not centrally located for the majority of the pupils in the school. There are four classrooms on the basement floor, and the other twelve classrooms are on the first and second floors.

The Peter James Bryant Elementary School Library is

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<sup>1</sup>Lionel McColvin, How to Find Out (London: Cambridge University Press, 1948), pp. 11-12.

open from 8:15 A.M. to 2:45 P.M. daily except Thursday when it stays open until 3:45 P.M. The library is opened 15 minutes before school begins, and remains open all during the school day including the lunch hour. It is open 15 minutes after school is out for the pupils in the single session classes (grades four through seven). The library is closed an hour and fifteen minutes before pupils in the afternoon session are dismissed. However, pupils in the morning and afternoon sessions have access to the library during their library periods. Pupils in the morning and afternoon sessions can use the library before their classes begin but only pupils in the morning and single sessions can use the library after school.

Pupils in grades four through seven are scheduled five library periods per week. The primary grades are scheduled two library periods per week. Pupils are also permitted to come to the library individually or as a group during the periods the library is free of scheduled classes. Pupils are expected to use the library for library assignments; however, textbook work is permitted whenever it does not conflict with other pupils who need the space for library assignments.

The Peter James Bryant Elementary School Library follows the policy of using library cards. It is necessary to have a record of the borrowers because some pupils who do not



attend school regularly keep library books long over due and it is necessary to send someone for the books. Before a pupil is given a library card, he must be interested in the library and he must be approved by his teacher.

Occasionally (three or four times a year) a group might assemble in the library for a brief period before leaving the School for a field trip or concert. Sometimes faculty meetings are held in the library after school hours, and on pre-school planning days when pupils are not present. The library is usually closed during the summer months. One school in the community is selected by school officials to be open during the summer. This school keeps its library open for service during the summer vacation months.

#### Attendance and Use

By pupils attending and using the Peter James Bryant Elementary School Library, they will learn about the services of libraries in general. This library experience should develop in students, as they grow older, the incentive to use other libraries. The need for knowledge and information does not diminish but rather the need increases. The lives of students become more complex as they are brought into contact with new and different circumstances.<sup>1</sup> This makes it necessary

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<sup>1</sup>Ibid., p. 10.

to seek and acquire information in order to understand the complexities of modern society.

A daily attendance record is kept in the library. A separate record is not kept of teachers' and pupils' attendance in the library. Most of the teachers use the library before and after school. Of the 24 teachers at the Peter James Bryant Elementary School, none have free periods to use the library. The 10 teachers who are on double session are in the classroom four hours a day, but they are assigned to extra duties the other two and one-half hours of the school day. All teachers get a chance to use the library when they bring their classes to the library. Occasionally, teachers on double session are relieved from extra duties to use the library. The extra duty for three of the teachers on double session is to bring pupils to the conference room in the library for work in reading. The speech teacher uses the viewing and listening room for her work with the pupils.

Table 3 shows the library attendance over a three-year period from September, 1961 through May, 1964. The attendance record indicates that for the school year 1961-1962, the greatest attendance was in September and the smallest attendance was in December. The following school year, 1962-1963, there was a 403 per cent increase in library attendance, with the largest attendance in March and April, and the least

in September. In the third year, 1963-1964, there was a decrease in attendance of 37 per cent, as compared with the attendance for 1962-1963. The largest attendance in this year was in October and the lowest in September.

TABLE 3

ATTENDANCE FOR THE PETER JAMES BRYANT ELEMENTARY  
SCHOOL LIBRARY FOR THREE YEARS

Month	School Year 1961-1962	School Year 1962-1963	School Year 1963-1964
September	525	483	362
October	320	1,640	1,824
November	346	1,879	1,402
December	201	1,678	964
January	367	1,876	748
February	287	2,009	1,236
March	337	2,024	1,387
April	316	2,024	902
May	324	1,602	716
June	..	..	..
Total	3,023	15,215	9,541

The data in Table 3 indicates that for the first school year 1961-1962, the total library attendance was 3,023 persons, followed by the total attendance of 15,215 persons for

1962-1963 and 9,541 persons in 1963-1964. The reason for such a wide difference in figures for the first year and second year of this three-year period is due to the difference in accessibility. During the first year 1961-1962, the library was open for service only one-third of the school day. The library was used as a classroom during the morning from 8:30 A.M. to 12:20 P.M. Library hours during this year were from 12:30 P.M. to 2:45 P.M. daily. During the last two years 1962-1964, the library was open full time from 8:15 A.M. to 2:45 P.M. daily.

The school year consists of 36 weeks, or 108 weeks for three school years. The total library attendance for the three-year period was 27,779. This total library attendance based on 108 weeks gives an average weekly library attendance of approximately 250 which represents about 30 per cent of the school's enrollment. Henne, Ersted and Lohrer<sup>1</sup> suggest that 75 per cent of the school's enrollment should use the library weekly. This was not the case during the three-year period, 1961-1964, because of the following three factors: (1) the library was not available all day for library service; (2) double session classes in grades one through five, and most teachers who taught classes on double session felt that

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<sup>1</sup>Henne, Ersted and Lohrer, op. cit., p. 31.

because of the short school day, as much time as possible should be spent in the classroom; and (3) the library was housed in a small room that was divided into a working area for the librarian and a small reading area with a seating capacity for 20 persons. These factors contributed to the low attendance and use of the library during the three-year period, 1961-1964.

The factors mentioned above have changed since the period from 1961 to 1964. During the current school year, 1964-1965, new library quarters were added to the building and the library is open all day. There are fewer pupils on double session because urban renewal projects in the neighborhood of the school have caused the demolition of a number of houses and families were forced to move into other sections of the city. From 1961 to 1964, approximately 200 pupils were transferred from the Peter James Bryant Elementary School to the Cooper Street and Capitol Avenue Elementary schools in the adjoining community. These two schools lost pupils because houses in their immediate vicinity were demolished for the construction of the Atlanta Stadium and U. S. Interstate Highways 20, 75, and 85.

Table 4 is presented to reveal a typical week, February 1-5, 1965, of attendance and use of the Peter James Bryant Elementary School Library. Table 4 indicates very little

TABLE 4

TEACHERS AND PUPILS ATTENDANCE AT THE PETER JAMES BRYANT  
ELEMENTARY SCHOOL LIBRARY, DURING THE WEEK OF  
FEBRUARY 1-5, 1965

Time Period	Monday		Tuesday		Wednesday		Thursday		Friday	
	Teachers	Pupils	Teachers	Pupils	Teachers	Pupils	Teachers	Pupils	Teachers	Pupils
Before school	..	2	..	..	..	3	..	1	..	2
8:30 - 9:30 A.M.	1	24	2	22	..	19	1	27	..	23
9:30 - 10:30 A.M.	..	34	..	38	1	42	..	35	..	34
10:30 - 11:30 A.M.	2	33	..	28	..	37	..	29	1	36
11:30 A.M.- 12:30 P.M.	3	10	4	12	2	20	2	28	3	16
12:30 - 1:30 P.M.	..	26	2	20	4	30	2	32	3	35
1:30 - 2:30 P.M.	2	28	..	18	1	23	2	30	..	29
After school	..	8	2	6	1	6	3	5	2	14
Total	8	165	10	144	9	180	10	187	9	189

library attendance by teachers and pupils before and after school. The library period from 9:30 to 10:30 A.M. had a higher daily pupil attendance than any other library period that particular week. Table 4 also reveals that teachers used the library more during the library periods, 11:30 A.M.-12:30 P.M. and 12:30-1:30 P.M. Most of the teachers who came to the library during this time were on the double swing session. They came to the library for brief periods after dismissing the morning pupils at 12:20 P.M. and before receiving the afternoon pupils. Fewer pupils were in the library during the library periods 11:30 A.M.-12:30 P.M. and 12:30-1:30 P.M. because most of the pupils who use the library have lunch during these two periods. The total library attendance for the week of February 1-5, 1965, was 847 pupils and 48 teachers. This represents an increase of more than 300 per cent over the average weekly library attendance for the three-year period 1961-1964.

#### Circulation

The library staff of the Peter James Bryant Elementary School Library has adopted one of the objectives of the circulation system as given by Miss Lucile F. Fargo.<sup>1</sup> This objective is to put the right book into the hands of the right

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<sup>1</sup>Lucile F. Fargo, The Library in the School (Chicago: American Library Association, 1958), p. 317.

pupil (or teacher) at the right time. The fourth graders are the most enthusiastic borrowers of library materials, this may be due to the fact that for the first time, they are using the library by class schedule and during free library periods.

Library books circulate for one week and may be renewed. Teachers in grades one through three select library books to be used as classroom collections. These books circulate for two weeks and may be renewed. All pupils in grades one through three are not permitted to withdraw books from the library. Teachers of these grades permit a few pupils to withdraw library books when the parents agree in writing to accept the responsibility for the care and return of library books.

Reference books are to be used by pupils only in the library. Teachers are permitted to use reference books in and outside of the library. Whenever blanket assignments are made to classes, it becomes necessary to place the books that are in demand on reserve. Reserve books are to be used in the library but may be taken home overnight to be returned the next school day. Magazines and pamphlets are to be used at school but teachers are permitted to take them home for two days. Audio-visual catalogs are loaned only to teachers for three days.



A daily circulation record is kept at the Peter James Bryant Elementary School Library. Circulation figures of teachers' and pupils' withdrawals are not kept separately.

TABLE 5

THE NUMBER OF BOOKS WITHDRAWN FROM THE PETER  
JAMES BRYANT ELEMENTARY SCHOOL LIBRARY  
FOR THREE YEARS, 1961-1964

Month	School Year 1961-1962		School Year 1962-1963		School Year 1963-1964	
	Fiction	Non- Fiction	Fiction	Non- Fiction	Fiction	Non- Fiction
September	120	480	206	293	170	203
October	160	438	682	308	312	597
November	186	549	748	422	296	416
December	102	212	706	389	218	368
January	107	399	809	482	402	308
February	92	212	914	512	431	338
March	108	289	1016	816	502	494
April	382	299	893	738	221	301
May	316	403	682	512	199	276
June	..	..	..	..	..	..
Total	1,573	3,281	6,656	4,472	2,751	3,301

The circulation record is divided into two classification areas, fiction and non-fiction. A circulation record covering

the three-year period, 1961-1964, is shown in Table 5 which reveals that the highest combined circulation figures of fiction and non-fiction books were in excess of 11,000 during the school year 1962-1963. This was an increase in circulation of approximately 6,200 books over the previous school year, 1961-1962. The total number of volumes circulated in 1963-1964 was 6,052. This was a 5,000 volume decrease in circulation from the previous year, 1962-1963, due to the fact that the library was open fewer days for library service. During 1963-1964 the library was used as a classroom rather often and was not accessible to students and teachers for library purposes.

During 1964-1965 the librarian and teachers spent a great deal of time in publicity and library talks. This has resulted in teachers and pupils using the library more than ever before. The new library quarters afford a better display of materials making them easily accessible to the clientele. The average book circulation figure this year is 110 volumes daily. If this figure continues, it will show an approximate circulation figure of 20,000 volumes for the present school year, 1964-1965.

#### Activities and Services for Teachers and Pupils

The librarian at the Peter James Bryant Elementary School gives a brief talk about the services of the library in a

faculty meeting at the beginning of the school year. The rules and regulations of the library are reemphasized at this time and the library program for the year is presented. He notifies teachers of all new materials added to the library, compiles bibliographies of these new materials and informs teachers of articles that are found in books and magazines that will be of importance to them in their teaching programs.

The Audio-Visual Department of the Atlanta Board of Education provides audio-visual catalogs for every grade level on subjects taught in the Atlanta Public School System. These catalogs are available in the Peter James Bryant School Library for teachers to use to select films, filmstrips, and records which they need for their classes. The use of the audio-visual materials is a free service for the professional personnel in the Atlanta Public School System.

The Teachers Professional Library of the Atlanta Public School System is primarily designed to aid teachers but it is not limited to the use of teachers only. Other school personnel may also use this library. The librarian at the Peter James Bryant Elementary School sends bulletins periodically to teachers telling them about the services and materials of the Teachers Professional Library. Requests for materials that are not filled at the Bryant School Library are filled by the Teachers Professional Library. At times, the librarian

at the Peter James Bryant Elementary School selects materials from the Teachers Professional Library to assist the teachers at Bryant School in their instructional projects. Requests for library materials can be made by telephone to the Teachers Professional Library. Library materials can be sent and returned by the school mail if the borrower does not wish to go to the library. An extensive bibliography is available in the Peter James Bryant School Library of holdings of the Teachers Professional Library.

In addition to the services for teachers at the Audio-Visual Department and the Teachers Professional Library, the Bryant School Library provides a professional book collection for its teachers. This small professional book collection consists of 72 titles and 12 professional magazines on subjects that have direct bearing on the curriculum at the Peter James Bryant School. The professional collection is housed in the conference room where it is easily accessible to the teachers. They use the conference room more than the general reading area of the library. The principal, teachers, and librarian compile the list for the purchase of new library materials for the professional collection of the Peter James Bryant School Library.

The teachers and librarian work cooperatively in the selection of reading materials for pupils' class assignments

and special projects. Teachers are asked to present to the librarian a brief sketch of library assignments at least a week in advance. This enables the librarian to have the materials available when needed. A few teachers who do not write a sketch of their units of work, usually come to the library to examine library materials and make assignments on the basis of what is known to be available in the library. A file is kept in the library on materials and information requested but not filled. This file is considered when library purchases are to be made.

School library activities are many as described below by Miss Azile Wofford. Her description of school library activities presents a typical picture of library activities at the Peter James Bryant Elementary School Library. Miss Azile Wofford said:<sup>1</sup>

In any given period of a school day, many of the following activities are likely to be in progress in the library: borrowing and returning of materials at the circulation desk; browsing at the shelves or among books ready to be shelved for new selections; reading of newspapers, magazines, and books; obtaining materials from the reserved book shelves for class assignments; consultation of the card catalog; use of reference books, especially dictionaries and encyclopedias; ... perusal of maps and atlases; and appeals to the librarian for help in locating materials for a difficult assignment. Pupil assistants will not only be working at a desk, but will also be reading shelves and

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<sup>1</sup>Azile Wofford, The School Library at Work (New York: The H. W. Wilson Company, 1960), pp. 151-152.

arranging books on them. In the work room others will be mending books, preparing books and other materials for use, or getting materials ready for storage. Group work will be in progress at a reading room table, in a conference room or both. A group will be hearing a story told or read. 'Never a dull moment' could easily describe school library activities and the librarian's efforts to direct them.

The following words of Miss Wofford are also true for the Peter James Bryant Elementary School Library. "No period of the day is the same as any other, nor does one day duplicate yesterday's activities or necessarily reflect what tomorrow's program may be."<sup>1</sup>

The librarian spends most of the school day serving the pupils in reading guidance and reference work. Teachers report that the results of the standard tests that are administered to the pupils of the Peter James Bryant Elementary School reveal that more than 70 per cent of the pupils read below their grade levels. "Psychologists say that reading difficulties in the young are often due to frustration, or perhaps some form of neurosis."<sup>2</sup> The librarian and teachers are inclined to agree with the above statement. Pupils in this school have many social problems as described in Chapter I.

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<sup>1</sup>Ibid.

<sup>2</sup>Charles R. Foster, Guidance in Today's Schools (Atlanta: Ginn and Company, 1957), p. 150.

The librarian is aware of the reading problems that exist among pupils and the importance of reading guidance. Through individual contacts the librarian helps all levels of pupils to find the books best suited to their reading levels and their interests. He encourages the pupils to read freely and widely. The reading guidance program at the Peter James Bryant Elementary School also includes book talks, poetry reading, the presentation of groups of new books to classes, bulletin boards displays on reading, and a variety of book exhibits on various subjects. Storytelling is an integral part of the reading guidance program. Stories are told by the librarian, teachers, and pupils. A story is told each week by a different storyteller on WETV, The Educational Television Station of the Atlanta Board of Education. The Magic Book is the name of the television program. By showing films and playing records of stories, reading among the pupils have been stimulated.

The Peter James Bryant Elementary School Library Club is composed of 20 members, 10 girls and 10 boys with the librarian as sponsor. Ten of the members are pupil library assistants. Pupils are considered for membership who voluntarily indicate their desire to join. The Library Club has adopted the following aims: (1) the enlightenment and entertainment of its members; (2) the encouragement of reading;

(3) the stimulation of school loyalty; (4) the provision of an outlet for pupil enthusiasm; and (5) the development of leadership and vitality in the intellectual life of the school.<sup>1</sup> The activities of members of the Library Club are to publicize the library by means of book talks, displays, exhibits, posters, and to assist in the general care of the library. Other activities include the duties described for pupil library assistants in Chapter II.

Instruction in the use of the library begins with the kindergarten and continues in every grade at the Peter James Bryant Elementary School. The librarian teaches the use of the library to each grade for as many class periods as are necessary to cover the material as specified for each grade. Library lessons are made simple, and questions are asked of the pupils at the end of each lesson. The lessons are followed by special assignments in the use of library materials. Miss Lucile F. Fargo<sup>2</sup> said the following are areas commonly covered in library instruction:

1. Orientation in Library Use
2. Library Citizenship
3. Parts of the Book

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<sup>1</sup>Lucile F. Fargo, Activity Book for School Libraries (Chicago: American Library Association, 1962), p. 79.

<sup>2</sup>Fargo, op. cit., p. 85.



4. Classification of Books
5. The Use of the Card Catalog
6. Parts of the Dictionary
7. Location of Material in an Encyclopedia
8. The Use of Reference Books

The following three paragraphs give a description of library instruction for each grade at the Peter James Bryant Elementary School. These teaching suggestions on each grade level were adopted from the Handbook for Resource Librarians<sup>1</sup> which is given each librarian in the Atlanta Public School System. In presenting the lessons on the use of the library, the librarian combines the areas suggested by Fargo, as listed above, with the teaching suggestions from the Handbook for Resource Librarians.

Library instruction for the kindergarten includes introduction to the library and citizenship in the library is stressed. Stories are read and told aloud. This is repeated for the first and second grades. Then these pupils are introduced to Easy books marked "E" and are taught to share reading experiences. These items are reviewed for third graders and they are introduced to public libraries in the community. Then third grade pupils are taught about Easy books, fiction

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<sup>1</sup>Handbook for Resource Librarians (Atlanta: Atlanta Public Schools, 1957), pp. 15-17.

and non-fiction books, call numbers, arrangements of books in classes, the card catalog and the arrangement of books on shelves.<sup>1</sup>

At the beginning of the intermediate grades, library instruction consists of a review of the previous years' work. In the fourth grade, the instruction deals with biographies, the Dewey Decimal System, the card catalog and related information about these things is taught. The location of books with call numbers, and the use of the dictionary and encyclopedia are also included in library instruction for the fourth grade. Library instruction in the fifth grade consists of a review of items introduced in the fourth grade. The children are taught more numbers in the Dewey Decimal Classification System and more items on catalog cards such as author, title, subject and cross-references. Fifth grade pupils are also taught how to use maps, charts and atlases.<sup>2</sup>

Library instruction in the sixth grade begins with a review of the work taught in previous years. The librarian hopes that by this time the pupils have developed a better understanding of the classification and organization of books according to the Dewey Decimal Classification System. The

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<sup>1</sup>Ibid.

<sup>2</sup>Ibid.

sixth grade pupils are taught the parts of a book, also how to use such special tools as the World Almanac,<sup>1</sup> Junior Book of Authors,<sup>2</sup> More Junior Authors,<sup>3</sup> one-volume encyclopedias and the special reference collection. Instruction in the use of the library for the seventh grader is given on the basis of need. The seventh grade pupils at the Peter James Bryant Elementary School who have had continuous library instruction in previous years should be completely at home in the library. They should be able to locate materials, do reference work on their own, and use all facilities of the library to the fullest. The two things left to introduce to the seventh grader are a knowledge of how to use magazines and pamphlets and the basic knowledge of bibliography making.<sup>4</sup>

The librarian also uses audio-visual aids (borrowed from the Audio-Visual Department) for library instruction. The Encyclopedia Britannica films "Using the Library Series" are used extensively. The series include the following titles:

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<sup>1</sup>The World Almanac and Book of Facts, (New York: New York World-Telegram, 1963).

<sup>2</sup>Stanley Jasspon Kunitz, ed., The Junior Book of Authors (New York: H. W. Wilson Company, 1951).

<sup>3</sup>Muriel Fuller, ed., More Junior Authors (New York: H. W. Wilson Company, 1963).

<sup>4</sup>Handbook for Resource Librarians, op. cit., p. 17.

1. The Classification of Books
2. Your Library: A World of Books
3. The Card Catalog
4. Using the Dictionary
5. Using the Encyclopedia
6. Using Special Reference Tools
7. How to Use an Encyclopedia

The librarian feels that the following paragraph expresses the importance of library instruction:

This particular aspect of a school library program takes on added significance for our young people who must find their place in the coming world of automation, where ability to locate, organize, and make sure of information on subjects perhaps not now dreamed of will be a skill crucial to their success in life. It is not the only contribution of the school library program, but is bound to be of increasing importance. Nothing the child learns in school is likely to continue to serve him so well throughout his life as the love of books and the ability to use them.<sup>1</sup>

The plans for teaching library use at the Peter James Bryant Elementary School are flexible. Individual help is given to those pupils who may not have absorbed what was taught previously or to those who may have come from schools with little or no library instruction.

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<sup>1</sup>Mary Virginia Gaver, Every Child Needs a School Library (Chicago: American Library Association, [n.d.]), p. 10.

## CHAPTER IV

### THE MATERIALS COLLECTION

This chapter is an evaluation of the materials collection of the Peter James Bryant Elementary School Library. The materials collection contains books, magazines, newspapers and pamphlets. A picture file is being developed to be included in the materials collection. Audio-visual materials are not treated in this study because the school has a separate audio-visual department and audio-visual coordinator.

#### Books

Books are the most important of all library resources.<sup>1</sup> Books in the Peter James Bryant Elementary School Library are filled with information which is helpful in school work and in life outside the school. The librarian selects most of the titles for the book collection. Titles are also included that are recommended by the principal and teachers. Among the selection of library books are the following: A Basic

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<sup>1</sup>American Library Association, Standards for School Library Programs, op. cit., p. 76.

Book Collection for Elementary Grades,<sup>1</sup> Children's Catalog,<sup>2</sup> Georgia Library List,<sup>3</sup> Horn Book Magazine,<sup>4</sup> Junior Libraries,<sup>5</sup> and The Booklist.<sup>6</sup>

The library book collection is classified according to the Dewey Decimal System. The librarian classifies and catalogs the library books. Catalog cards are bought for five cents per set from the State Department of Education at the same time library books are ordered. These catalog cards must be adapted to become author, title, subject, and shelf list cards. H. W. Wilson catalog cards are also used when catalog cards are not secured through the State Department of Education.

An accession record is not kept of the library holdings. The shelf list is the record of all holdings in the library. Inventory is taken once each year of the book collection. It is indicated on the shelf list card if a book is missing,

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<sup>1</sup>American Library Association, Standards for School Library Programs, op. cit., p. 76.

<sup>2</sup>Children's Catalog (New York: H. W. Wilson, 1961-1964).

<sup>3</sup>Georgia Library List, op. cit.

<sup>4</sup>The Horn Book Magazine (Boston: Horn Book, Inc., 1964-1965).

<sup>5</sup>Junior Libraries (New York: R. R. Bowker Co., 1960).

<sup>6</sup>The Booklist and Subscription Books Bulletin (Chicago: American Library Association, 1964-1965).

lost, or at the bindery.

During the month of March, 1965, inventory was taken of the book collection by a careful reading of the shelves with the shelf list. It was found that there were 1,828 titles and 3,336 volumes in the book collection. Table 6 shows to what extent the library book collection of the Peter James Bryant Elementary School Library is represented in A Basic Book Collection for Elementary Grades and the Georgia Library List.

Of the 1,828 titles in the book collection, 461 or 25.2 per cent of these titles are listed in A Basic Book Collection for Elementary Grades. There are 1,620 or 88.6 per cent of the titles in the book collection on the Georgia Library List. Table 7 gives a total of 3,336 volumes in the library, 882 or 26.4 per cent of the volumes are listed in A Basic Book Collection for Elementary Grades. There are 2,807 or 84.1 per cent of the volumes in the library listed on the Georgia Library List.

Among the subject fields in the library book collection, the social sciences, science and history are the fields having the largest number of titles and volumes. This is due to the emphasis placed on these fields in the curriculum of the school. This is further emphasized in the following words. "The book collection should bear direct relationship to the

TABLE 6

LIBRARY HOLDINGS REPRESENTED IN A BASIC BOOK COLLECTION  
FOR ELEMENTARY GRADES AND THE GEORGIA LIBRARY LIST

Types of Books	Number of Titles in Library		
	<u>Number on Basic List</u>	<u>Number on Georgia List</u>	Total Number of Titles in Library
General Works	15	33	33
Philosophy	0	1	2
Religion and Mythology	5	29	36
Social Sciences and Folklore	50	154	195
Language	4	11	14
Science	80	249	279
Applied Science	47	103	116
Fine Arts	31	97	110
Literature	16	49	69
History and Travel	46	169	197
Biography	48	124	133
Fiction	59	207	276
Picture and Easy Books	49	244	312
Story Collection	11	50	56
Total	461	1,620	1,828

course of study and to the teaching techniques of the school."<sup>1</sup>

<sup>1</sup>Jewel Gardiner, op. cit., p. 67.



TABLE 7

LIBRARY HOLDINGS REPRESENTED IN A BASIC BOOK COLLECTION  
FOR ELEMENTARY GRADES AND THE GEORGIA LIBRARY LIST

Types of Books	Number of Volumes in Library		
	Number on Basic List	Number on Georgia List	Total Number of Titles in Library
General Works	62	119	119
Philosophy	0	1	2
Religion and Mythology	6	48	57
Social Sciences and Folklore	97	237	297
Language	10	21	26
Science	135	447	500
Applied Science	93	200	216
Fine Arts	57	174	190
Literature	26	98	128
History and Travel	83	340	383
Biography	86	232	246
Fiction	119	340	484
Picture and Easy Books	88	421	540
Story Collection	20	139	148
Total	882	2,807	3,336

The collection of Picture and Easy books comprised 312 titles and 540 volumes. There are more titles and volumes in

the Picture and Easy book collection than in any other category of the library book collection. The subject field of Philosophy has the least number of volumes and the least number of titles in the library book collection. There is a total of 1,024 volumes in the library book collection of Fiction, Picture and Easy books. This proves nearly a third of the total library book collection with books for recreational reading.

The percentage of titles in each subject field is given in A Basic Book Collection for Elementary Grades as a basis for a balanced book collection.<sup>1</sup> The percentage of titles in each subject field of the Peter James Bryant Elementary School Library book collection is given in Table 8 for comparison of the percentage of titles in each subject field in A Basic Book Collection for Elementary Grades. Table 8 reveals that the library has a smaller percentage of titles in Applied Science, Fiction, History and Biography than is recommended in A Basic Book Collection for Elementary Grades. In the other subject fields of the library book collection, the library has a larger percentage of titles than is recommended in A Basic Book Collection for Elementary Grades. No percentage of titles is given for Philosophy and the Story

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<sup>1</sup>American Library Association, A Basic Book Collection for Elementary Grades, op. cit., p. iv.

TABLE 8

PERCENTAGES OF TITLES IN A BASIC BOOK  
COLLECTION FOR ELEMENTARY GRADES AND  
IN THE LIBRARY BOOK COLLECTION

Types of Books	Percentages in <u>Basic List</u>	Percentages in Libra- ry Book Collection
General Works	1.2	1.9
Philosophy	..	0.1
Religion and Mythology	1.2	2.0
Social Sciences and Folklore	9.1	10.7
Language	0.3	0.8
Science	13.0	15.3
Applied Science	10.0	6.3
Fine Arts	5.0	6.0
Literature	3.2	3.8
History and Biography	22.5	18.0
Fiction	21.5	15.0
Picture and Easy Books	13.5	17.1
Story Collection	..	3.0
Total	100	100

Collection in A Basic Book Collection for Elementary Grades.

The library book collection totaling 3,336 volumes does not meet state and national library standards. In order for

the library book collection to meet state library standards of five books per child,<sup>1</sup> the Peter James Bryant Elementary School Library should have a minimum of 4,095 volumes. National library standards recommend that a school with an enrollment of 819 pupils should have a minimum of 6,000 volumes in the library book collection, with a goal of increasing the library book collection to 10 books per pupil.<sup>2</sup> The school enrollment is 819 pupils, and with 3,336 volumes in the school library, this provides 4.07 library books per pupil.

#### Magazines and Newspapers

Magazines form an important part of the school library collection. They are a primary source of information about current events.<sup>3</sup> The magazines for the Peter James Bryant Elementary School Library are selected from the Georgia Magazine List<sup>4</sup> provided by the State Department of Education. The magazine collection contains 10 children's magazines, 12 professional magazines, and eight general magazines. In addition to the 30 magazines to which the library subscribes,

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<sup>1</sup>Georgia Accrediting Commission, op. cit., p. 12.

<sup>2</sup>American Library Association, Standards for School Library Programs, op. cit., p. 24.

<sup>3</sup>Ibid., p. 78.

<sup>4</sup>Georgia Magazine List (Atlanta: State Department of Education, 1964-1965).

pupils in grades four to seven have access to three magazines to which their classes subscribe. The three magazines are Junior Scholastic, My Weekly Reader, and the American Junior Red Cross. These three magazines are not a part of the magazine collection in the library. All three of these magazines are recommended in A Basic Collection for Elementary Grades.<sup>1</sup>

Table 9 presents the titles and types of magazines in the Peter James Bryant Elementary School Library. These titles were evaluated in A Basic Book Collection for Elementary Grades and Laura K. Martin's Magazines for School Libraries. Table 9 indicates that of the 10 children's magazines in the collection, two are listed in A Basic Book Collection for Elementary Grades and six are listed in the Martin List. The professional magazines were omitted in A Basic Book Collection for Elementary Grades and in Magazines for School Libraries by Laura Martin. The general magazines in the collection are suitable for both adults and children. Of the eight general magazines, six are listed in the Martin List and two are listed in A Basic Book Collection for Elementary Grades.

The school library magazine collection is not evaluated by state library standards. The collection does not meet

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<sup>1</sup>American Library Association, A Basic Book Collection for Elementary Grades, op. cit., pp. 94-95.

TABLE 9

TITLES OF MAGAZINES IN THE LIBRARY REPRESENTED  
IN MARTIN'S MAGAZINES FOR SCHOOL LIBRARIES  
AND A BASIC BOOK COLLECTION FOR  
ELEMENTARY GRADES

Children's Magazines	Professional Magazines	General Magazines
American Girl <sup>a</sup>	Audio-Visual Instruction	Georgia Magazine
Boys' Life <sup>a</sup>	Booklist	Life <sup>ab</sup>
Child Life <sup>a</sup>	Elementary English	McCall's <sup>a</sup>
Children's Digest	Elementary School Journal	National Geographic <sup>ab</sup>
Highlights for Children	Exceptional Children	Safety Education <sup>a</sup>
Jack and Jill <sup>a</sup>	Grade Teacher	Saturday Evening Post <sup>a</sup>
Seventeen <sup>ab</sup>	Horn Book	Scouting
Sport	Instructor	Time <sup>a</sup>
Sports Illustrated <sup>b</sup>	Library Journal	
Wee Wisdom <sup>a</sup>	PTA Magazine	
	School Library Journal	
	Wilson Library Bulletin	

<sup>a</sup>Listed in Martin's Magazines for School Libraries.

<sup>b</sup>Listed in A Basic Book Collection for Elementary Grades.

national library standards that recommend 25 titles (for kindergarten through the sixth grade) plus five titles of professional magazines in the areas of librarianship and instructional materials.<sup>1</sup> The school would meet national library standards for magazines if the seventh grade were not included. The next step of the national library standards for magazines recommends that the kindergarten through the eighth grade should have 50 titles plus five professional magazines. The Journal of Negro History, Ebony, Ladies' Home Journal, and Parents' Magazine will be added to the magazine collection beginning in September, 1965.

Before this year, 1964-1965, back issues of magazines were not kept in the library because of the lack of storage space. The library has begun to keep back issues of magazines because new quarters provides storage space. Magazines will be kept unbound from two to five years.

The school library subscribes to two local newspapers, the Atlanta Constitution and the Atlanta Daily World. State library standards are not given for newspapers in school libraries. National library standards propose a minimum of three to six newspapers for the school library.<sup>2</sup> The librarian

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<sup>1</sup>American Library Association, Standards for School Library Programs, op. cit., p. 78.

<sup>2</sup>Ibid., p. 79.

plans to subscribe, beginning in September, 1965, to the national edition of the Pittsburg Courier and the Sunday edition of the New York Times. The two newspapers which the library already receives and the two new subscriptions will provide the readers of the library with coverage of the news reported on local, state, national and international levels.

### Pamphlets

There are 16 pamphlets on four subject areas in the pamphlet collection. The four subject areas are school activities and the library, reading, safety, and health. The librarian realizes the inadequacy of the pamphlet collection by the number of requests not filled made by teachers and pupils for additional information not covered in the library books. The librarian plans to correct this inadequacy of the pamphlet collection by acquiring additional pamphlets to build the pamphlet collection. Additional pamphlets on various subjects will strengthen the materials collection. Only those pamphlets that are useful to the instructional program of the school are kept in the library. They are classified by subject and placed in the vertical file for circulation.



## CHAPTER V

### SUMMARY AND RECOMMENDATIONS

This study has attempted to analyze the library facilities and services of the Peter James Bryant Elementary School Library. The material collection, personnel, finance, quarters and equipment were evaluated by state and national library standards.

#### Characteristics of the Community

The Peter James Bryant Elementary School (formerly the Georgia Avenue School) in Atlanta, Georgia, was transferred to Negroes in 1955-1956 after the community became almost totally composed of Negro inhabitants. The population of the school community is 5,300.

Atlanta is the capitol and largest city in Georgia. It is on a network of modern state and federal highways. It is served by eight railroad lines and ten major airlines. Atlanta is the leading commercial, financial, shipping, distributing and communication city of Southeastern United States. Atlanta is an educational center with modern private, public and parochial schools, seven colleges, two universities and two

theological seminaries. Atlanta has 620 churches with a combined membership of over 382,000 representing 40 creeds and denominations. Cultural facilities include the Georgia State Library, the Georgia State Archives and the High Museum of Art. Recreational facilities include numerous parks, playgrounds and recreation centers.

The Peter James Bryant School is located in the southwest section of Atlanta which is an area composed of old homes and apartments. This is a community of a low socio-economic level and culturally deprived pupils. The student personnel come from very poor homes generally, many of them are illegitimate or children of broken homes. The median school years completed by residents in the community were 6.7. The average income per family in 1960 was \$2,591. There are 24 full-time teachers and 819 pupils assigned to the school. Two special teachers (art and speech) serve the school one day a week. The school is composed of the kindergarten through grade seven and two special education classes. The school contains fourteen regular size classrooms and two small rooms. The school operates on double session for grades one through three. Three methods of teaching are used at the Peter James Bryant Elementary School: (1) experimentation with the Joplin Plan of teaching reading; (2) combination of three types of plans of instruction, (a) self-contained classroom plan, (b) ungraded

primary plan and (c) team teaching program; and (3) departmentalization programs in the upper grades. The school faculty formulated nine objectives of the school. The two objectives listed below are those that are emphasized most by members of the faculty:

1. To help students acquire the skills and information necessary for successful education.
2. To instill within our students a desire for good citizenship and an appreciation of the spiritual, aesthetic and cultural values.

#### Personnel, Finance, Quarters and Equipment

It was found in this study that the qualifications of the librarian meet state library standards but not enough personnel is employed in the library to meet national library standards. The librarian maintains the same status and receives a salary equal to other members of the faculty who have similar qualifications and experiences. He is a member of five professional organizations. He is responsible for the library and all its functions. He makes monthly and annual reports to the principal and Resource Librarian. The librarian has regular conferences with the principal during the year to inform her about the library program in the school. The school librarian participates in the co-curricular activities of the school by serving on three committees and sponsoring two clubs.

The librarian is in complete charge of all library expenditures. The library budget shows that an increased amount of money was spent each year for library materials from 1961-1964. The library budget for books did not meet state library standards in 1961-1962 and 1962-1963 which require a school with a growing library with less than five books per pupil to spend at least \$1.75 per pupil for library books. The per pupil expenditure for library books in 1961-1962 was \$1.49, for 1962-1963 it was \$1.68, and for 1963-1964 it was \$2.30. In order to meet national library standards in regard to expenditures for library materials, a minimum of \$1.45 per pupil must be added to the library budget, over the amount spent in 1963-1964.

The new library quarters include a reading area, a conference room, a work room, a viewing and listening room and a storage area. The 20 square feet of floor space which is provided for each reader in the library does not comply with state and national library standards. The equipment for the library is adequate. Audio-visual equipment is not included in the library equipment but it is accessible for library use.

#### General Use of the Library

The library is not centrally located for the majority of the pupils in the school. Pupils in grades four through

seven are scheduled for five library periods per week. Pupils in grades one through three are scheduled for two library periods per week.

A daily attendance record is kept in the library. Most of the teachers use the library before and after school. The library attendance and circulation records of the Peter James Bryant Elementary School were given for a three-year period from September, 1961 through May, 1964. The circulation figures given are the combined figures for fiction and non-fiction books. For 1961-1962, library attendance was 3,023 and 4,854 volumes circulated. In 1962-1963 library attendance was 15,215 and 11,128 volumes circulated. During 1963-1964 8,541 persons attended the library and withdrew 6,052 volumes. The Peter James Bryant Elementary School Library was open only one-third of the school day in 1961-1962. It was open full-time in 1962-1963 and 1963-1964 but in 1963-1964 the library was used as a classroom rather often and was not accessible to students and teachers for library purposes. These are reasons for such a difference in attendance and circulation figures for the three-year period from September, 1961 to May, 1964.

The professional book collection in the library is accessible to the teachers. Teachers are able to acquire additional library materials from the Teachers Professional Library

and receive audio-visual aids from the Audio-Visual Department.

It was revealed in this study that more than 70 per cent of the pupils in the school read below their grade levels. The librarian is aware of the reading problems that exist among the pupils. Through individual contacts the librarian helps all levels of pupils to find the books best suited to their reading levels and their interests. He encourages the pupils to read freely and widely. The reading guidance program includes book talks, poetry reading, storytelling, the presentation of groups of new books to classes, bulletin boards displays on reading and a variety of book exhibits.

The library club is composed of 20 members, 10 girls and 10 boys. The purposes of the library club are to publicize the library by book talks, displays, exhibits, posters, and to assist in the general care and routines of the library.

Instruction in the use of the library begins with the kindergarten and continues in every grade at the Peter James Bryant Elementary School. Audio-visual aids are used in library instruction. The plans for teaching the use of the library are flexible. Individual help is given to those pupils who may not have absorbed what was taught previously or to those who may have come from schools where they received little or no library instruction.

### The Materials Collection

The materials collection was evaluated by state and national library standards. The materials collection contains books, magazines, newspapers and pamphlets. A picture file is being developed to be included in the collection. Audio-visual equipment is not included in this collection.

The library book collection contains 1,828 titles and 3,336 volumes. Titles of books in the library were compared with the titles in the Georgia Library List and A Basic Book Collection for Elementary Grades. Eighty-eight and six-tenths per cent of the titles in the book collection are represented in the Georgia Library List. The library has more titles and volumes in the areas of the social sciences, science, history and travel, picture and easy books, and fiction. The library book collection may be considered to be balanced since the percentage of titles in all subject areas was nearly the same when compared with the percentage of titles in A Basic Book Collection for Elementary Grades. The library book collection totals 3,336 volumes and the school enrollment is 819 pupils. This provides 4.07 library books per child and is below state and national library standards.

The magazine collection contains 10 children's magazines, 12 professional magazines, and eight general magazines. Titles in the magazine collection were well represented when

evaluated in Laura K. Martin's Magazines for School Libraries and A Basic Book Collection for Elementary Grades. The magazine collection and newspapers are not evaluated by state library standards. The magazine collection does not meet national library standards because an additional 20 titles are needed.

The library subscribes to two newspapers. This does not meet national library standards that propose a minimum of three to six newspapers for a school library. This requirement will be met beginning in September, 1965 when the library will begin to receive two national newspapers. The pamphlet collection was found to be inadequate but the librarian plans to correct this weakness by acquiring additional pamphlets to build the collection.

### Recommendations

In light of the findings in this study, the following recommendations are made:

1. Revised rules and regulations should be established that apply to all pupils for withdrawal of books from the library.
2. Free library periods should be provided for teachers to use the library.
3. The library staff should be increased in order for



the librarian to intensify the services of the library.

4. No audio-visual aids were revealed in the materials collection. Therefore, the library should begin to house films, filmstrips and records in different subject fields. However, the library should continue to use the audio-visual equipment in the school until the librarian feels that the library budget is adequate to provide for the purchase of its own audio-visual equipment.
5. State library standards are nearly met for five books per child. School officials should continue to increase the library budget each year as they have done in the past three years so that national library standards may soon be met for books, magazines and newspapers.
6. School officials should take immediate action to relieve the school of the 300 pupils on double session. If this is done, state and national library standards would be met in regard to library quarters.

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